CC#4

March 18, 1939

Circular Letter No,150

To: Superintendents of Schools

Re: Sample Lesson in Vocabulary Presentation in English

Ladies and Gentlemen:

We are sending you copies of a sample lesson in vocabulary presentation. Please distribute these suggestions to teachers of English in the first three grades. You may use the remaining copies to the best advantage among other teachers.

Vey truly yours,

(Signed) José M. Gallardo
Commissioner of Education

SAMPLE LESSON IN
TEACHING VOCABULARY IN THE THIRD GRADE

Method: Using only English

The following "Vocabulary Presentation" was taken from actual class room procedure, in one of our elementary schools.

"Bunny Boy"
(Page 13, Elson-Gray Basic Book I)

Vocabulary to be developed:

1. Bunny Boy
2. yard
3. dark
4. hole
5. hide
6. find
7. found
8. fell
9. up and down
10. no one
11. opened
12. guess
13. washing

The above words are not all new. Many of them have been presented previously in the Primer, but most third grade children do not know these words well enough to recognize their meaning. They are all key words in the story--words which the children must understand in order to understand the story. Therefore they should be presented and developed before the story is read.

PRESENTATION

(The vocabulary to be developed should be written on the board before class begins.)

1. Bunny Boy

Teacher: Today we are going to begin a new story. Open your books to page thirteen. What do you see in the picture?

Answer : I see a rabbit.

Teacher: What color is the rabbit?

Answer : The rabbit is white.

Teacher: What is he doing?

Answers: He is sitting on the grass. He is eating. Etc.

Teacher: The rabbit's name is Bunny Boy.(Points to word Bunny Boy on blackboard) Class repeats word with teacher, emphasizing accent on Bunny instead of on Boy. Then individual pupils pronounce the name.

Teacher: (Calling on various pupils) What is your name?

Answers: My name is _____.

Teacher: What is the white rabbit's name?

Answer : His name is Bunny Boy.

2. yard

Teacher shows one or two pictures illustrating a yard around a school or house. She asks children to describe what they see in the picture. Then she says,

This is the yard. (Pointing to yard in pictures)

Teacher points to the word on the blackboard. Class repeats word several times, then individual pupils say the word. Then teacher points to the yard in the picture and asks,

What is this?

Answer : That is the yard.

(Repeat asking several pupils)

3. dark

Before class, make a card or chart with six balls arranged in two vertical rows of three balls each. Above one column write "light" and above the other write "dark". In the "light" column, color the three balls three light shades, such as light green, light blue, and light red. Color the three balls in the "dark" column the corresponding dark colors, dark green, dark blue, and dark red.

Teacher: (Points to light blue) What color is this?

Answer : That is blue.

Teacher: (Points to dark blue) What color is this?

Answer : That is blue.

Teacher: This is light blue and this is dark blue.

Teacher points to words light and dark on chart, pronouncing them. Repeats. Asks the class to pronounce them with her.

Teacher points to each of the dark colors saying,

This is dark blue.
This is dark red.
This is dark green.

Teacher: (Calling on various pupils)

Point to dark blue.
Point to light blue.
Point to dark red.
Etc.

Teacher: (Pointing to dark blue on chart) What color is this?

Answer : That is dark blue.

(Repeat with other colors).
(Have pupils find light and dark colors in their books and in the room).

4. hole

Teacher tears a hold in a sheet of paper.

Teacher: This is a hole. (Points to word on blackboard)
Class repeats word in unison several times, reading the word from the board.

Teacher: (Pointing to hole in paper) What is this?

Answer : That is a hole.
(Repeat the same question to various pupils)

Teacher: Find another hole in this room.
(Some of the desks may have inkwell holes. Some children may recognize a button-hole as being a hole, etc. If not, the teacher herself can call attention to these examples.)

5. hide
6. find
7. found

To introduce these three words, play a game called "Hide and Find".

Teacher sends one child out of the room. Select another child to hide some object such as a pencil, ball, etc. The child hides the object, then goes to call the one outside. He must say in English, "come in" to the child outside. The other child comes in and looks for the object. When he has found it the teacher says,

Good! Juan found the pencil.
(Point to word found on blackboard)

Teacher: (Calling on various pupils) What did Juan do?

Answer : Juan found the pencil.

The second time, follow the same procedure, but this time, before the child hides the object, teacher says:

What are you going to do?

Answer : I am going to hide the pencil.

Teacher: (Calling on several individual pupils) What is Juan going to do?

Answer : Juan is going to hide the pencil.

Then, when the child comes in to look for the pencil, use the same method:

Teacher: María, what are you going to do?

Answer : I am going to find the pencil.

Teacher: (To various pupils) What is María going to do?

Answers: María is going to find the pencil.

Repeat the game several times, getting as much practice as possible in the use of hide, find, and found.

8. fell

Teacher puts a blackboard eraser on the edge of the desk. She gives it a little push so that it falls to the floor.

Teacher: The eraser fell down.

(Class repeats with teacher) The eraser fell down.

(Teacher repeats procedure with pencil or other object)

Teacher: What happened to the pencil?

Answer : The pencil fell down.

9. up and down

Teacher: Let us say that this is a street. (Points to an aisle between two rows of desks)
Now I am standing in the street. I look up and down the street. (Looks from one end of the aisle to the other)

Teacher: (Goes to door and looks up and down the hall)
I am looking up and down the hall.

Teacher calls on child to stand in the aisle and look up and down the street.

Teacher: What are you doing?

Answer : I am looking up and down the street.
(Repeat with various children)

10. no one

Teacher asks various children, one at a time, to come to the front of the room and sit in a chair. As each child sits in the chair, teacher asks:

Who is sitting in the chair?

Answer : Juan is sitting in the chair, or

María is sitting in the chair, etc.

Then when the chair is vacant, teacher says:

Now no one is sitting in the chair.
(Point to word no one on blackboard)
(Have class repeat the word several times, then individuals says it).

Repeat this procedure at least twice, the second and third times asking the class, when the chair is empty,

Who is sitting in the chair?

Answer : No one is sitting in the chair.

11. opened

Try to show that this word is past tense.

Write words open and opened on the blackboard.

Teacher opens the door, saying, I open the door now.

Teacher: (To class) What did I do?

Answer : You opened the door.

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... then the ...